

INCREASING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH FLASHCARD FOR YOUNG LEARNERS

Marshela Risdanti, Muhammad Sukirlan, Budi Kadaryanto

mshelarisdanti@gmail.com

Abstract

Tujuan penelitian ini adalah untuk mengetahui apakah ada peningkatan atau tidak terhadap kemampuan siswa usia dini dalam penguasaan kosakata setelah diajarkan menggunakan media *flashcard*. Penelitian ini menggunakan pendekatan kuantitatif dan dilaksanakan di kelas TK B yang berjumlah 15 orang. Peneliti menggunakan tes berbicara untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan siswa dalam penguasaan kosakata setelah diajarkan menggunakan media *flashcard*. Hal ini dapat dibuktikan dari adanya peningkatan nilai rata-rata siswa dari pretes ke postes yaitu 12.7 ke 75.0, dengan nilai *t*-table 59.146 dan *t*-value 2.028. Oleh karena itu dapat disimpulkan jika *Flashcard* dapat meningkatkan kemampuan siswa dalam berbicara.

The aim of this research was to find out whether there was a significant improvement of the students' vocabulary achievement for young learners after they were taught by using *flashcard*. This research used quantitative approach and was conducted to 15 students in B class of kindergarten. The researcher administered speaking test in collecting the data. The result of the data analysis showed that there was a significant improvement in students' vocabulary achievement after they were taught by using *flashcard*. It could be proven from the improvement of students' mean score from pretest to posttest, which was 12.7 to 75.0, with *t*-table is 59.146 and the *t*-value is 2.028. In short, *flashcard* can improve students' vocabulary achievement.

Keywords: *flashcard*, improving, young learners

INTRODUCTION

Vocabulary is an important element in learning a language, especially in learning a second/foreign language. Therefore, it is important for the teacher to choose a good technique when teaching vocabulary in the class. Therefore, students can use vocabularies based on the context when they are practicing a language.

Today, the teacher should help the students to learn the vocabularies by finding the meaning of vocabulary by themselves. On the other hand, Ko (2012) L2 learners cannot make intelligent guesses in the same way as native speakers due to their lack of vocabulary knowledge or general proficiency level. Also, a given context often does not provide sufficient clues to L2 readers. Learners need to know the surrounding words well in order to guess words correctly. Teacher should make the students understand the vocabulary in the context and make the students use the vocabularies when they are practicing the language skills. It makes the teacher choose a good technique when the teacher is teaching so that all aspect of language can be covered and understood by the students.

Nation (1990) points out that if the teacher's aim is to get the learners to remember the word form and its meaning, then it is useful to attract the learners' attention and to encourage them to make an effort. When a teacher is able to make an impression and bring the students' experience about language knowledge in teaching learning process, students can learn and develop it based on their own interest. It will make the students easier to remember the materials that have been discussed in the classroom. And also it will make the students get higher level of

vocabulary achievement. Because vocabulary is language knowledge, it will be a possibility if the students learn based on their own interesting.

Based on the researcher's experience when teaching young learners range 4-5 years old in English First Lampung, it can be reported that some students still got difficulties in absorbing the new words. This condition could be worse because they are not able to write, to read, and to speak clearly. Even though there were some students who were able to absorb some new vocabularies, they still have problems in pronouncing it.

Moreover, Cameron (2001) states that when the teachers teach vocabulary to young learners, the young learners need concrete vocabulary that is related to objects they can see and handle. It implies that the children will only retain the words that are close to their environment such as things that they can see, play, interact with and touch.

In this research, the researcher implements a technique which can improve the students' vocabulary achievement. The media which is appropriate for the researcher's goal is Flashcard.

Flashcard is a card bearing number, word, or picture that someone briefly display to another as learning aid (Webster 1988:514). Wright (1968:73) also says that flashcard is printed with words and picture which can be handled easily by the teacher. It means that the teacher could create the flashcards and the size of the flashcards could be determined.

Madylus (2004) gives several steps on how to present new vocabulary to the children: (1) “present concrete words”. It shows that the teachers should give the clear meaning of the new words. The teachers should avoid the use of mother tongue in English classroom; (2) “implement pronunciation/drilling”. The teachers should give the correct model pronunciation to the students. The students also have to get a lot chances to say the words in order to get used to pronouncing the words correctly; (3) “practice”. The students should practice to use of the words in their activities so they will get accustomed using the words correctly in their life.

Based on the elaboration above, the basic principle of teaching vocabulary are applying activities that are enjoyable but still full of educational contents, presenting clear images that contain audio, visual or both of them, interacting with the children using the object in the learning process, giving the correct model of pronunciation, and practicing the words in their activities in order to make them get accustomed to use them correctly. Actually, there are some examples of media to teach students in the vocabulary. In this research, the researcher will use flashcard as a media to teach students’ vocabulary for young learners.

So, from the explanation above, this research focuses on the improvement of the students’ vocabulary achievement after they were taught by using Flashcard. The research problem of this research is to find out whether there is any significant improvement of the students’ vocabulary achievement after they were taught by using Flashcard

METHODS

This research was quantitative research which used *one group pretest posttest design*. The population of this research was the B class students of Little Elephant Kindergarten School Bandar Lampung which consist of 3 classes. The 3 classes are homogeneous since they were divided randomly. The sample was taken by using lottery. The sample of this research was B Class 2 which consists of 15 students.

In this research, the researcher used several instruments in conducting her research. The instrument was the test of vocabulary by using an oral test. The researcher started the research by conducting the pretest. The researcher administered pretest before the treatments. It aims to know the students' vocabulary achievement before the treatments. In administering the pretest, this test was given to the class in order to know the students' vocabulary achievement before the researcher did the treatment by using flashcard. For scoring meaning and use, the teacher showed three pictures from the flashcard and called the student randomly. The student chose the suitable picture based on what teacher said. For scoring pronunciation, the teacher showed the flashcard and the student mentioned the name of the object based on the flashcard. The aspects of vocabulary which were scored by the researcher were pronunciation, meaning, and use.

After the pretest, the students were taught using Flashcard. At the first treatment, the researcher began the class with brainstorming and asked them about their body parts and mentioned the name by touching their body parts directly. Then, the

researcher sang a “knees and toes” song together with the students as one of the way to review what they have learned. Before the class end, the researcher showed the flashcards again that they needed to mention the name of the body parts.

At the second meeting, the researcher used a game to improve the flashcard as a media. In this meeting, the researcher gave flashcards about stationeries. For making this class would be more interesting, the researcher gave the “missing” game. After the students have known about the stationeries, the teacher asked one of students to take one of flashcards and hide it under the chair, then the researcher asked students to mention the name of stationary, then they needed to guess what thing that missed in the flashcards.

In the last treatment, the researcher gave different noun to teach in the class. The researcher gave the vocabularies about clothes. The researcher conducted the class same like the second meeting, but the researcher gave different game by using flashcard in the class to minimize the students’ boredom. After the students have known and understood about the name of objects from the flashcard, the researcher arranged the flashcard and stuck the flashcard on the wall. Then, the researcher invited the students one by one to come in front, walked around the flashcard, and the student mentioned the name of the object based on the flashcard that they passed.

Then, the researcher administered the posttest after the treatment. It is aimed to see the significant improvement of the students’ vocabulary achievement after they were taught by Flashcard. The form of the test was subjective test. After the

researcher conducted the treatments, the students got the posttest which procedures were similar to the pretest. During administering the test, the researcher recorded the activity by using recorder. The researcher used recorder in this research as recording tool because the researcher focused on the five aspects of pronunciation, meaning, and use.

Then, in order to see whether there was an increase of students' vocabulary achievement, the researcher examined the students' score using some steps. First, the students' utterances were transcribed. The raw score were tabulated and calculated using repeated measures T-test of Statistical Package for Social Science (SPSS) for windows version 16 to test whether there is an improvement or not.

RESULTS AND DISCUSSION

The objective of this research was to find out the students' significant increase in their vocabulary achievement after they were taught by using Flashcard. The population of this research was the B Class students in Little Elephant Kindergarten School. The researcher took B Class 2 as the sample of this research. This class consists of 15 students. This research was conducted in 5 meetings: first, the researcher administered pre-test. In the second, third, and fourth meeting, the researcher conducted the treatment by using Flashcard. In the fifth meeting, the researcher administered post-test to find out the students' increase in their vocabulary achievement after they were taught by using Flashcard.

The researcher used SPSS 16.00 to analyze the scores of the pretest and the posttest in the experimental class. The mean score of the pretest was 12.72; the highest score was 21.00; the lowest score was 7.77; the median was 12.2.

From the result of the pretest scores, It can be seen that there are 2 students (13.3%) who got score in the range 7-10, 10 students (46.6%) who reached score in the range 11-14, 2 students (26.6%) who reached score in the range 15-18, 1 student (6.7%) who reached score in the range 19-22. The total score of the pretest is 190.37; the average score is 12.72; the highest score is 21.0 and the lowest score is 7.77. The median score is 12.21 and the mode is 12.21 too.

After conducting the pretest and three times treatments, the researcher administered the posttest. The posttest was administered to measure the students' vocabulary achievement after the treatments by using Flashcard.

From the result of the posttest scores, It can be seen that there is 3 student (20%) who got score 65-70, 4 students (26.6%) who reached score 71-75, 7 students (46.6%) who got score 76-80 and there is 1 student (6.7%) who reached score 81-85. From the table above, it can be seen that the highest score is 82.1 and the lowest score is 68.8. The total score of the posttest is 1125, the average score is 75.00. Furthermore, the median score is 75.4 and the mode is 73.6.

The researcher also found out the improvement from the three aspects of the students' vocabulary achievement from the pretest and the posttest. In the pretest, it can be seen that pronunciation is 6.99 because when the researcher conducted pretest, the students still have lack in pronouncing English words. Meaning is 5.03 because the researcher found out that the students were not familiar with some of

nouns in the flashcard and most of them did not know the name of things from the flashcards. Use is 0.67 because the researcher found that the students were not able to use the words in the sentences.

Meanwhile, in the result of the posttest scores, the researcher found that the aspects of vocabulary improved higher than in the pretest. In the posttest, the aspects of vocabulary improve more than in the pretest. Pronunciation is 13.65 because most of the students could pronounce the words better than in the pretest and the researcher tried to teach the students how to pronounce some words from the flashcard correctly. Meaning is 31.82 because most of the students could understand the meaning of the thing based on the flashcard. Use is 29.53 because the students can use the name of the thing based on the flashcard for completing the sentence.

From the statistical calculation formula by using SPSS 16, it was also found that the lower value is negative and the upper value is negative too. So, it means that this technique gives significant difference after the treatment was implemented. The result of hypothesis testing showed that the significant 2 tailed is $p=0.000$ and the level of significant is if $p<0.05$. So it means that there is a significant improvement of students' vocabulary achievement after they were taught by using Flashcard.

Based on the result of the research, it can be seen that the students got a higher score after the treatments. In short, there was a significant improvement of the students' vocabulary achievement after they were taught by using Flashcard. This finding approves Harmer (2007) states that teachers of young learners need to

spend time understanding how their students think and operate. They need to be able to pick up on their students' current interests so that they can use them to motivate the children. Therefore, it is a challenge for teachers of young learners to think creatively in teaching vocabulary to find activities which provide a fun and enjoyable situation. It will be easier for learners to understand to catch the material.

During the research, the researcher also found some problems in using flashcard. Even though the media had been used very well in the class, but it still had some problems. Firstly, the researcher found some problems faced by the students, those are (1) some of the students were really bad in pronouncing a word. (2) some students were really hard in understanding the direction and comprehending the picture, so the researcher needs more times to repeat the name of the things based on the picture in the flashcard. (3) at the first time it was hard for the researcher to attract students attention and to make them focus to the vocabulary that would be taught to them.

After the researcher conducted three times treatments, the students' speaking skill had improved in the posttest. It could be seen from the students' scores. From the data, it showed that the total score of the posttest was 1125. The highest score was 82 and the lowest was 68. It increased more than the pretest. The total score of the pretest was 190.37. The highest score was 21 and the lowest score was 7.77. The students could pronounce better than before, they have known the new vocabularies that they have not known yet before, and they can use the words in completing the sentences.

After the researcher conducted the treatments using flashcard, the significant increases could be seen from the students. The students had been brave in speaking and they had become more confident in mentioning the name of some things based on the picture that they saw. They felt enjoy, happy, and were interested with the media (flashcard). This was related to Cameron (2001) states that when the teachers teach vocabulary to young learners, the young learners need concrete vocabulary that is related to objects they can see and handle. It implies that the children will only retain the words that are close to their environment such as things that they can see, play, interact with and touch.

Therefore, from the result above, the researcher concluded that by using Flashcard, it could improve the students' vocabulary achievement and make the students brave in mentioning or using new words that they have been learned. Besides that, Flashcard could also develop all aspects of the students' vocabulary achievement in respect to pronunciation, meaning, and use.

CONCLUSIONS

Based on the results of the data analysis and discussion, the researcher concludes that there was a significant increase of the students' vocabulary achievement from the pretest and posttest after they were taught by using Flashcard. Flashcard is applicable to encourage the students to improve their vocabulary. In this research, the highest improvement of the students' vocabulary was in aspect of use. That was because they could understand to use some of new vocabularies that have been taught from the researcher by using flashcard in the sentences. By practicing a lot, there will be an improvement of the students' vocabulary achievement.

As suggestions, the researcher suggests that the English teacher is required to use this media (flashcard) to increase the students' vocabulary because by using this media the teacher will easier to find activities which provide a fun and enjoyable situation, it will be easier to understand to catch the material. Then, for further researcher, in this research, the researcher found that some students still hard to pronounce the vocabulary better. Sometimes the students still forget about the vocabularies that they have learned before. They were also felt bored when the teacher only asked them to mention the name of things without any kind of activities that can be conducted by using flashcard as a media to learn new vocabularies. Therefore, in conducting the young learners class, the further researcher should try some attractive activities to catch students' attention from the first, so they can feel enjoy and absorb the material well.

REFERENCES

- Cameron, L. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Harmer, J. 2007. *The Practice of English Language Teaching, Fourth Edition*. Pearson Longman: Harlow.
- Ko, M. H. 2012. *Glossing and Second Language Vocabulary Learning TESOL Quarterly* 46 No 1.
- Madylus, O. 2001. *English for English*. Oxford: Oxford University.
- Nation, I.S.P. 1990. *Teaching and Learning Vocabulary*. New York: Newbury House Publishers.
- Webster, M. 1988. *Webster Third International Dictionary*. Massachussetts: Meriam Webster Springfield Publisher Inc
- Wright, A. 1968. *Picture for Language Learning*. Cambridge: Cambridge University Press.